

STANDARD V – Capturing Student Voice in Evidence of Learning

Plan to integrate one strategy in each of your lesson plans this term. You can use the strategies in this packet or design your own using the three points discussed in class. Some of these are directly from the Gallery Walk and some are modifications. For each strategy, check it against our three points. If it doesn't meet all three, what can you do to enhance it?

1. Rate yourself

Target	4 Deep Understanding	3 Met Standard	2 Some Understanding	1 Not Yet
a.				
b.				
c.				

Evidence to support my rating (describe or attach):

My new learning goal with rationale:

2. Highlight Your Proof

Using a highlighter, mark the areas in your work that show proof of understanding. Write a brief explanation for how this shows evidence of understanding and a new learning goal.

3. 3/2/1 Strategy

After completing a task or new learning, have the students generate the following:

3 new facts	OR	3 things I learned
2 new ideas		2 questions I still have
1 question I still have		1 I wonder about statement
- How can I learn the answer to my question?		- How can I learn the answer to my question?

4. Self-Scoring

Use with a quiz: Have the students self-score and complete the following questionnaire.

1. List your errors.
2. For each error, why did you make it?
3. Can you correct it? (if so, show the correction/ if not, what do you need to be able to correct it?)
4. What is your plan for improvement?
5. Complete the following scale.

5	4	3	2	1
I feel confident about this assignment	I feel I have the basic knowledge or skills to do this assignment	I had to guess at least half the time and I need more practice	I can do it but made careless mistakes	I have no confidence about this assignment
5	4	3	2	1
I think this is important learning and I am sure I will use it a lot	I think it's important but I am not sure where I'd use it	I'm not sure it's important	I'm pretty sure I am not going to ever use this	This was a waste of my time

5. RAP

R – Restate the target or question in your own words

A – Answer the question or address whether you've met the target

P – Prove It!

6. Where Am I? (Do this at the beginning, middle and end of a lesson or series of lessons to measure progress)

Use the scale below to show where you are in meeting the target

Not so much

I've got it!

Explain your placement on the scale:

If you're not at I've Got It! What would help you get there?:

7. Picture Captions

- Select three pictures that reflect key ideas you've been addressing. Students must write a caption synthesizing what they understand about the picture.

8. What's In It For Me?

Before beginning a unit, hand out the following questions to your class.

1. What is one strength you bring to your learning in this class?
2. What is something you can improve upon?
3. What kind of grade do you want to get on this unit? And, what do you hope to learn?
4. What are you willing to do to accomplish this goal?
5. What should I know about you as a learner to support you in reaching your goal?

9. I can . . .

Target	I can do it	I can explain it to someone else	I understand it (whether you can do it/explain it or not)	I don't get it

10. Exit Slip

- 1 = I really don't know how to do this
2 = I'm working on this but am not sure of myself yet
3 = I know how to do it but haven't mastered it yet
4 = I can do this well all the time
5 = I know this so well I can show someone else what to do

Does the teacher-created evidence you've collected about student learning support or contradict the student's evaluation of their own progress against the target? How can you use both kinds of evidence to make sound instructional decisions for each learner?